

## The Assessment of Stressors for Nursing Students

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### Abstract

*The purpose of the current study is to analyze the factors responsible for stress among nursing students. A descriptive cross-sectional research design was used to analyze the sources of stress among nursing students. Simple random sampling technique was used to collect the data from the target population. Target population was the nursing students of private universities of Lahore, Pakistan. A self-administered questionnaire was used to collect the data from respondents. The results of the academic sources reveal response regarding the question that frequently graded activities are very successful. The results of the current study reveal that nursing students experience stress through two major and significant factor including academic and environmental factors. So, there is positive significant relationship among academic sources and stress in nursing students and environmental sources and stress in nursing students. Thus, there is need to focus on the sources which are responsible for producing stress among nursing students. Also, a limited stress might be good for the better performance in students, but unlimited stress can lead to psychological issue like depression and sleeplessness among students which ultimately result in low productivity and poor outcome.*

**Key words:** Stress, academic sources, environmental sources.

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## **INTRODUCTION:**

Stress is a feeling of uneasiness and develop when requirements of a position are more than an individual's ability to cope with them (Najafi et al. 2018). It is the process in which an individual reacts to their external environment as well as internal problems and challenges. Stress is also explained as "An uncertain reaction to both external as well as internal factor which means a negative or positive response to the environmental stimuli (Pargman 2013). According to World Health Organization, "stress has been called as the health epidemic of the 21<sup>st</sup> century" (Fink 2016). Moreover, stress has direct effect on the brain and the whole anatomy of the human body, so in case of failure to adapt to the stressful condition would result in brain malformation, psychological issues and also many psychological problems such as depression, anxiety, pain and burnout (Owusu and Essel 2017). Stress is not equal to nervous, tension and anxiety although it causes fatigue and sickness, either physical or psychological. Stress is a psychological factor that influences the academic performance of the all students (Sawatzky 1998).

Similarly, stressors can be defined as condition or events that have the potential to affect health (Pulido-Martos, Augusto-Landa, and Lopez-Zafra 2012). Circumstances that causes stress are also stressor. Although every profession is effected by stress but the health professionals are more prone to it especially nursing profession (Edwards et al. 2010). Stress or anxiety is not only a workplace issue but can also affect the students, that might be related to academic sources, or may be due to difficulty to adapt the environment of a new institute.

There are many factors in the academic curriculum that cause so much stress to the student. Daily activity of the academic processes and so many things that happen day by day that make the students stressed. Academic sources is the stress that students face during study that affect their capability of

learning and also academic performance (Quick and Byrd-Bredbenner 2013). Basically, stress is a force that is applied to a person or student and may result in a burden which is due to unmanageable stress when a student is not able to handle a challenge or problem. In nursing students, the level of stress is double because of both theoretical and clinical component of their educational program that stress not only affect their academic performance but may also affect their wellbeing and leads to many psychological disorder (Abazary, Abbaszadeh, and Arab 2004) . In some students, the effect of stress is minor which means that they are capable to handle pressure while in other the effect is adverse and leave bad effects (Owusu and Essel 2017). Another study stressed out the sources of stress among students more specifically that include difficult financial challenges, domestic responsibilities, having a job along with study and heavy academic load (Phinney, 2003).

Increased work load is one of the reasons that make the students stressed up because they have to do more work than they are capable of doing so they get frustrated (Beddoe and Murphy 2004). Similarly, getting low grade is also a big reason of student's stress. It is a desire of every student to get the higher grade in their field and at the end when they did not get the high grade they start thinking about where they stand and what was their mistake but when they did not get the answer of these questions they become stressed with that and unable to do the right thing again (Essel and Owusu 2017b).

On the other hand, student has a cheerful life outside the academic curriculum and when they have to spend their leisure time on the study they start losing their interest in the studies and when this situation persists for a long time they feel stressed and they lose focus on their academic work. Similarly, language difficulties affect individual's capability to learn and develop new information in order to cope in a new environment and the regulation of the mental process (Binder and Smith 2013). Even though language is not a factor that

affect student's life it's a only mean of communicate freely and understand what language is being used in the academic process and becomes the challenge for the student and affect their performance and eventually they get frustrated and stressed up (Essel and Owusu 2017a).

Moreover, examination is the big source of stress for students (Jimenez, Navia-Osorio, and Diaz 2010). Examination cause the student to revise everything that they have learnt in the whole course and in order to finish everything before starting of exams and getting good grade make them frustrated and cased so much stress that one can imagine (Lo 2002). Similarly, absenteeism is also a habit of many students and when they miss their class and lecture they get disturbed because they face difficulties in understanding the course which they have missed and get frustrated that ultimately leads to stress. On the other hand, inability to understand what is being taught is also one of the reason that cause frustration when student misinterpret the meaning of what teacher has taught in class that ultimately result in stress (Owusu and Essel 2017).

However, environmental factors play an important role in the student's life some student feel it pleasant and adjust comfortably while other feel discomfort in a new environment (Beck and Srivastava 1991). When they feel hard to adjust in a new area their focus will minimize that caused them stressed (Pulido-Martos, Augusto-Landa, and Lopez-Zafra 2012). When this new environment cause students no relive or vocation that affect the students cognitive process because human body need time to time relive in order to work in all situation and in the case of students when they don't find enough break in such a learning and teaching environment for a long period of time that affect their cognition and stress occurs when an individual realize he is not able to manage his work and work demand effectively (Naseem and Khalid 2010, Pulido-Martos, Augusto-Landa, and Lopez-Zafra 2012). According to different studies,

the most common environmental stressor for the nursing students are workload, time pressure, continuous changes and the mistakes at work during clinical and also during academic course (Pulido-Martos, Augusto-Landa, and Lopez-Zafra 2012).

Nowadays, students are facing high level of stress in every area of life either school, college, university or job this is one of the important reason for further studies even though a lot of studies have discussed this issue from every point of view but still it need more concentration to resolve this issue. Study and routine in the universities and the professional studies along with the clinical practice is very challenging for students. The combination of busy life and the tough scheduled study make the students stressed up and they ultimately result in depression and poor performance. Thus, purpose of this study is to analyze the factors which cause stress among nursing students to prevent the distress and improve the performance of the nursing students.

### **PROBLEM STATEMENT:**

Nursing is the backbone of the medical profession as the quality care is needed all around the world either private or public sectors. Medical profession needs their services as one of the most important thing for patient care. Now a day, for the sake of better and quality nursing care nursing diplomas are going to change with the degree programs. Nursing students doing their academic study which is related to their field along with the clinical practice cause overburden, frustration and stress. Many students can handle the burden and most of them get stress that affects their cognitive process, performance and results in negative outcome. Study and routine in the universities and the professional studies along with the clinical practice is very challenging for students. This situation cause stress and bring the negative performance in the exams as well. The previous literature regarding this issue in Pakistan is not sufficient.

Thus, current study examines this issue for further understanding and solution of this issue.

### **SIGNIFICANCE OF RESEARCH:**

Current study will be helpful to understand the factors of stress among the nursing students. This research will provide the insight regarding the academic as well as environmental sources that cause the stress among nursing students. Likewise, the administration of the universities can get the help from this research and understand the academic issues of the students that cause them stress and badly affect their performance and productivity. And policy maker can also get the idea about the students and how different strategies can be used to handle the student' stress and increase their productivity and minimize the stress by reducing the sources of stress related to academic area. Similarly, about the environmental sources, the administration of the hospital can get the help from this study to facilitate the nursing students in such a way that it will not cause much stress and try to help them out by discussing their issue related to the clinical area.

### **RESEARCH OBJECTIVE:**

- 1) To assess the academic stress among the nursing students.
- 2) To assess the environmental stress among the nursing students.

### **RESEARCH QUESTIONS:**

- 1) What are the sources of academic stress among nursing students?
- 2) What are the sources of environmental stress among nursing students?

## **LITERATURE REVIEW:**

Stress is a natural phenomenon which can be defined as environmental pressure and the person's ability to handle this pressure and one can say that when an individual feel that he is not able to manage the situation and cannot work affectively (Damayanthi 2014, Naseem and Khalid 2010). Moreover, nursing is a stressful and demanding profession and similarly nursing students face too much stress during their professional studies and they need to be prepared to face such a demanding and challenging job (Watson et al. 2008). Many researchers has reported that the nurses student face stress in their clinical environment as well as academic area that ultimately result in depression, sleeplessness and poor performance in their professional course (Watson et al. 2008, Por 2005).

On the other hand, the events or situation that triggers stress are called stressor. There are many sources that cause stress for nursing students i.e. academic courses and environmental issues. Environmental source is the big reason of stress in a nursing student and it is a big challenge for students to cope with the stress that is related to the training during their clinical period (Al-Gamal, Alhosain, and Alsunaye 2018). Because stress is a relationship between the person and the environment and it is described by person's own feeling of the demanding situation and the available resources (Gelbrich 2010).

According to literature, nursing students face too much stress from their clinical environment and this stressful experience effect students learning and leave bad effect on overall quality of patient's care (Ismaile 2015). Learning challenges of the nursing students in the clinical environment may cause stress which may affect their performance directly or indirectly (Baraz, Memarian, and Vanaki 2015).

According to a study, student feel stress when they have to give time to study instead of enjoying the leisure activities

(da Silva et al. 2018). Similarly, language difficulties affect individual's capability to learn and develop new information in order to cope in a new environment and the regulation of the mental process (Binder and Smith 2013). Even though language is not a factor that affect student's life and it's only mean of communicate freely and understand what language is being used in the academic process, what teaches has taught and it becomes the challenge for the students and affect their performance and eventually they get frustrated and stressed up.

Moreover, examination is the big source of stress for students (Jimenez, Navia-Osorio, and Diaz 2010). During examination days students have to revise everything that they have learnt in the whole course and in order to finish everything before starting of exams and getting good grade cause stress and frustration (Owusu and Essel 2017). Even students face stress in episodes when exams are around. Similarly, studies examined absenteeism also cause stress for the students as they get disturbed because they face difficulties in understanding the course which they have missed and get frustrated and ultimately leads to stress and perform poorly in their academic course (Qutub et al. 2018). On the other hand, inability to understand what is being taught is also one of the reason that cause frustration when student misinterpret the meaning of what teacher has taught in class that ultimately result in stress (Al-Gamal, Alhosain, and Alsunaye 2018).

However, stress effect students in various ways like physically, emotionally, academically and socially. Academic sources badly affect student's abilities and they feel difficulty even doing simple routine tasks (Beck and Srivastava 1991). Student start having unrealistic expectation and in reality when they face the difficulties experience stress and discouragement from the colleagues (Owusu and Essel 2017). Literature discussed that environmental changes play an important role in the student's life and some student feel it



pleasant and others feel stress (Al-Gamal, Alhosain, and Alsunaye 2018). When they feel hard to adjust in a new area their focus decreases and get frustrated (Owusu and Essel 2017). Similarly, When this new environment cause students no relive or have vocations that affect the students cognitive process because human body need time to time relieve in order to work in all situation and in the case of students when they don't find enough break in such a learning and teaching environment for a long period of time that affect their cognition and stress occurs (Naseem and Khalid 2010, Pulido-Martos, Augusto-Landa, and Lopez-Zafra 2012). According to different studies the most common environmental stressor for the nursing students are workload, time pressure, continuous changes and the mistakes at work during clinical and also during academic course (Pulido-Martos, Augusto-Landa, and Lopez-Zafra 2012). Unfamiliar situation is also a big reason for stress and they get frustrated with the new and different situation related to their profession and wanted to get rid from this situation (Al-Gamal, Alhosain, and Alsunaye 2018). According to another study, the fear is also one of the environmental factor that cause the student stressed up, talking in public and face different people as a challenge affect their performance and work efficiency. They always try to escape from the public or busy place and scared of talking (Owusu and Essel 2017). Similarly, overthinking about the future also burdensome for students especially if it is related to the field in which finding job is a big problem and when they find it difficult for them, this worry make the students stressed (Owusu and Essel 2017). Now a days, students are facing high level of stress in every area of life either school, college, university or jobs and this is one of the important reason for further studies even though a lot of studies have discuss this issue but still it need more concentration to resolve this issue (da Silva et al. 2018). Study and routine in the universities and the professional studies along with the clinical practice is very

challenging for students. The combination of busy life and the tough schedule of classes make the students stressed and they ultimately result in depression and poor performance. On the other hand, limited stress would be beneficial and may result in good performance but uncontrolled and high level of stress cause exhaustion, mental sickness and detached attitude (Beck and Srivastava 1991). Hence the purpose of the study is to assess the academic and environmental factors that cause stress among nursing students.

## **RESEARCH METHODOLOGY:**

### **Introduction:**

The purpose of the study was to assess the factors that cause stress among nursing students.

### **Research design:**

The descriptive cross-sectional research design was used to access the factors of stress among nursing students

### **Research setting:**

The setting of the study was the nursing students of private universities and colleges.

### **Target population:**

The target population was the nursing students of Lahore university and Fatima memorial college Lahore.

### **Sampling technique:**

Data was gathered from target population through self-administered questionnaire and respondent was selected through Simple random sampling technique.

**Sample size:**

The total sample size was 148 nursing students which was calculated by **Sloven's formula**.

**Research tool:**

A self-administered questionnaire adopted from the article (Rose shaman E, 2008) was used to collect the data from the target population regarding factors of stress.

**Data collection plan:**

Data was collected through floating questionnaire and participant were free to respond.

**Data analysis:**

Data was analyzed by SPSS version 21.

**Including criteria:**

Nursing students of Lahore University and Fatima memorial college.

**Excluding criteria:**

Every student other than nurses

**Time framework:**

Current study takes approximately 3-4 months

**Informed consent:**

All study participants were free to respond or refuse to participate in the study. Consent was taken from the participants and they were given free hand to mention their name or not.

**Ethical consideration:**

Information regarding study was provided to the respondent and proper consent was taken after assurance that their information will be kept confidential.

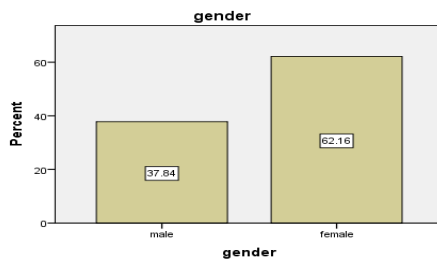
**RESULTS**

**Demographic Analysis:**

**Gender**

Table 1: gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	56	37.8	37.8	37.8
female	92	62.2	62.2	100.0
Total	148	100.0	100.0	



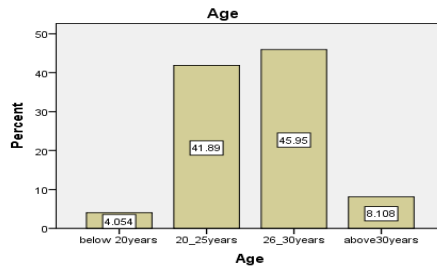
**Graph:1**

According to table 1 and graph 1, female was of the majority (60.7%) among the participants and male were 45.2% of the total participants.

**Age**

Table 2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid below 20years	6	4.1	4.1	4.1
20_25years	62	41.9	41.9	45.9
26_30years	68	45.9	45.9	91.9
above30years	12	8.1	8.1	100.0
Total	148	100.0	100.0	



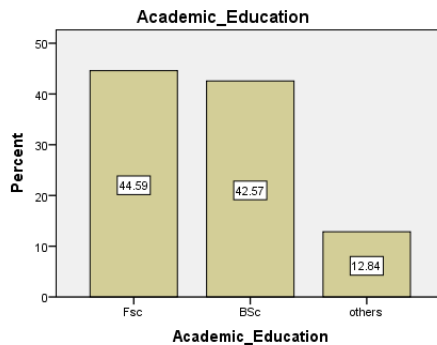
**Graph 2**

The range of students' age is given in table 2 and graph 2. The results show that 4.1% of the students were from below 20 years of age, 41.89% were from 20-25 years of age, 45.95% were from 26-30 years of age and 8.1% were above 30 years of age.

**Academic Education**

**Table 3: Academic Education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fsc	66	44.6	44.6
	BSc	63	42.6	87.2
	others	19	12.8	100.0
	Total	148	100.0	100.0



**Graph 3**

Table 3 and graph 3 show the results that students with FSC were 44.6%, BSC 42.6% and others were 12.8%.

## Professional Experience

**Table 4: Professional Experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2_8years	98	66.2	66.2	66.2
9_14years	5	3.4	3.4	69.6
15_20years	5	3.4	3.4	73.0
No experience	40	27.0	27.0	100.0
Total	148	100.0	100.0	



### Graph 4

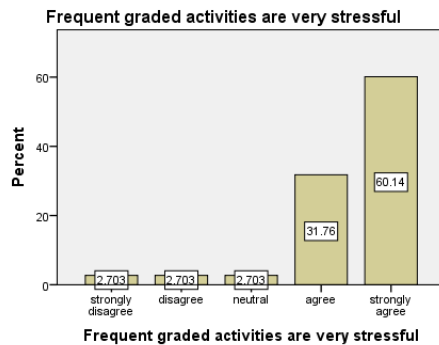
Table 4 and graph 4 show the results that 66.22% of the respondents were having the experience of 2-8years, 3.378% have experience of 9-14 years, 3.37% have experience of 15-20years and 27.03% of respondents have no experience.

## Educational Sources

### Question no.1: Frequent graded activities are very stressful

**Table 5: Frequent graded activities are very stressful**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	4	2.7	2.7	2.7
disagree	4	2.7	2.7	5.4
neutral	4	2.7	2.7	8.1
agree	47	31.8	31.8	39.9
strongly agree	89	60.1	60.1	100.0
Total	148	100.0	100.0	



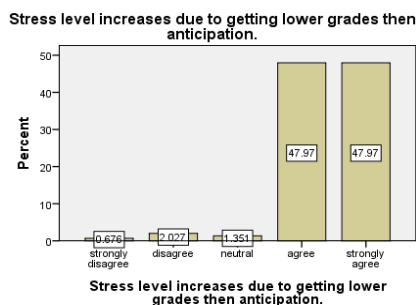
**Graph 5**

Table 5 and graph 5 show the results regarding the question that frequently graded activities are very successful. The results show that 2.7% were strongly disagree, disagree and neutral, 31.76% were agree and 60.14% were strongly agree with question.

**Question no.2: Stress level increases due to getting lower grades then anticipation.**

**Table 6: Stress level increases due to getting lower grades then anticipation.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	.7	.7
	disagree	3	2.0	2.7
	neutral	2	1.4	4.1
	agree	71	48.0	52.0
	strongly agree	71	48.0	100.0
	Total	148	100.0	100.0



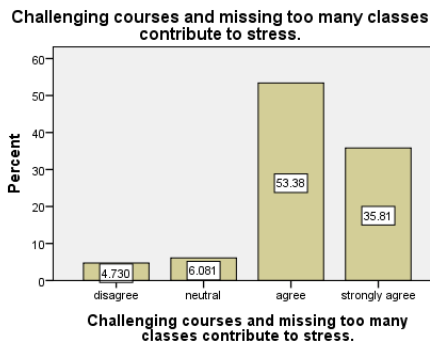
**Graph 6**

Table 6 and graph 6 show the results regarding the question that stress level increases due to getting lower grades then anticipation. The results show that 0.67% were strongly disagree, 2.02% were disagree, 1.351% were neutral, 47.97% were agree and 47.97% were strongly agree with question.

**Question no.3: Challenging courses and missing too many classes contribute to stress.**

Table 7: Challenging courses and missing too many classes contribute to stress.

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	7	4.7	4.7	4.7
neutral	9	6.1	6.1	10.8
Valid agree	79	53.4	53.4	64.2
strongly agree	53	35.8	35.8	100.0
Total	148	100.0	100.0	



**Graph 7**

Table 6 and graph 6 show the results regarding the question that challenging courses and missing too many classes contribute to stress. The results show that 4.73% were strongly disagree, 6.08% were neutral, 53.38% were agree and 35.81% were strongly agree with question.

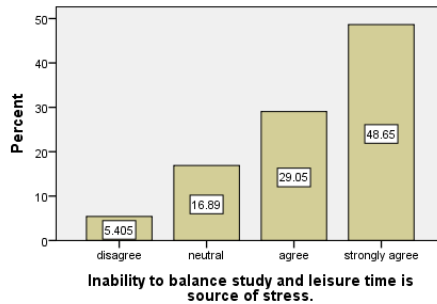


**Question no.4: Inability to balance study and leisure time is source of stress.**

**Table 8: Inability to balance study and leisure time is source of stress.**

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	8	5.4	5.4	5.4
neutral	25	16.9	16.9	22.3
agree	43	29.1	29.1	51.4
strongly agree	72	48.6	48.6	100.0
Total	148	100.0	100.0	

**Inability to balance study and leisure time is source of stress.**



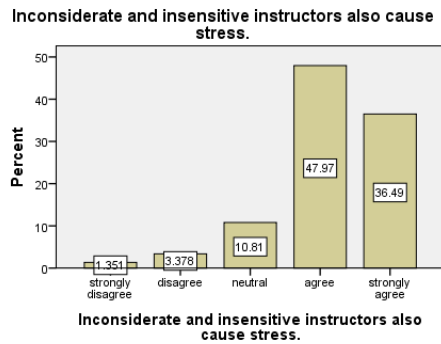
**Graph 8**

Table 8 and graph 8 show the results regarding the question that **Inability to balance study and leisure time is source of stress**. The results show that 5.4% were disagree, 16.89% were neutral, 29.05% were agree and 48.65% were strongly agree with question.

**Question no.5: Inconsiderate and insensitive instructors also cause stress.**

**Table 9: Inconsiderate and insensitive instructors also cause stress.**

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	2	1.4	1.4	1.4
disagree	5	3.4	3.4	4.7
neutral	16	10.8	10.8	15.5
agree	71	48.0	48.0	63.5
strongly agree	54	36.5	36.5	100.0
Total	148	100.0	100.0	



**Graph 9**

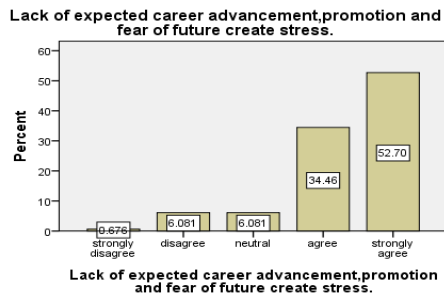
Table 9 and graph 9 show the results regarding the question that **Inconsiderate and insensitive instructors also cause stress**. The results show that 1.351% were strongly disagree, 3.378% were disagree, 10.81% were neutral, 47.97% were agree and 36.49% were strongly agree with question.

**Environmental Sources**

**Question no.6: Lack of expected career advancement, promotion and fear of future create stress.**

**Table 10: Lack of expected career advancement, promotion and fear of future create stress.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.7	.7	.7
Disagree	9	6.1	6.1	6.8
Neutral	9	6.1	6.1	12.8
Agree	51	34.5	34.5	47.3
strongly agree	78	52.7	52.7	100.0
Total	148	100.0	100.0	



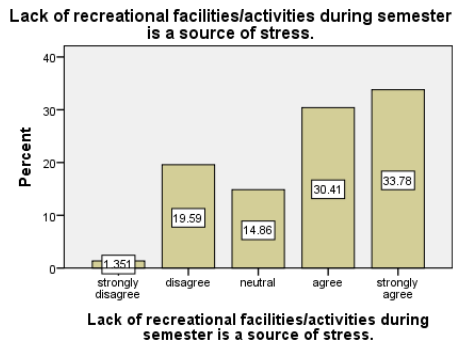
**Graph 10**

Table 10 and graph 10 show the results regarding the question that **Lack of expected career advancement, promotion and fear of future create stress.** The results show that 0.676% were strongly disagree, 6.08% were disagree, 6.08% were neutral, 34.46% were agree and 52.70% were strongly agree with question.

**Question no.7: Lack of recreational facilities/activities during semester is a source of stress.**

**Table 11: Lack of recreational facilities/activities during semester is a source of stress.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	2	1.4	1.4
	disagree	29	19.6	20.9
	neutral	22	14.9	35.8
	agree	45	30.4	66.2
	strongly agree	50	33.8	100.0
	Total	148	100.0	100.0



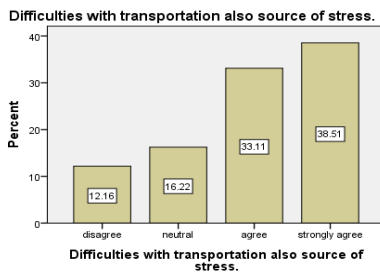
**Graph 11**

Table 11 and graph 11 show the results regarding the question that **Lack of recreational facilities/activities during semester is a source of stress.** The results show that 1.351% were strongly disagree, 19.59% were disagree, 14.86% were neutral, 30.41% were agree and 33.78% were strongly agree with question.

**Question no.8: Difficulties with transportation also source of stress.**

**Table 12: Difficulties with transportation also source of stress.**

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	18	12.2	12.2	12.2
neutral	24	16.2	16.2	28.4
Valid agree	49	33.1	33.1	61.5
strongly agree	57	38.5	38.5	100.0
Total	148	100.0	100.0	



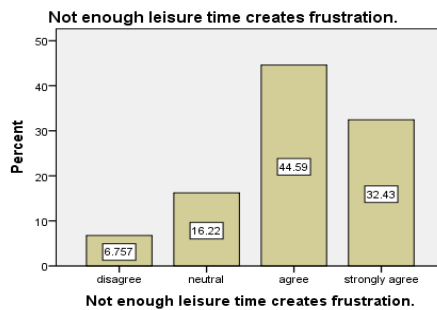
**Graph 12**

Table 12 and graph 12 show the results regarding the question that **Difficulties with transportation also source of stress**. The results show that 12.16% were disagree, 16.22% were neutral, 33.11% were agree and 38.51% were strongly agree with question.

**Question no.9: Not enough leisure time creates frustration.**

**Table 13: Not enough leisure time creates frustration.**

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	10	6.8	6.8	6.8
neutral	24	16.2	16.2	23.0
Valid agree	66	44.6	44.6	67.6
strongly agree	48	32.4	32.4	100.0
Total	148	100.0	100.0	



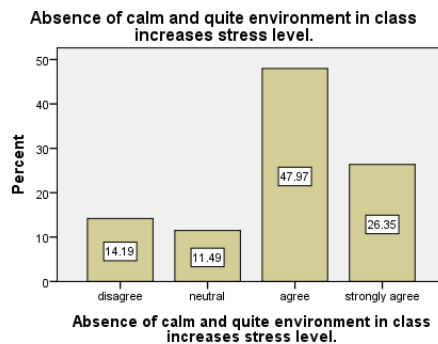
**Graph 13**

Table 13 and graph 13 show the results regarding the question **Not enough leisure time creates frustration**. The results show that 6.757% were disagree, 16.22% were neutral, 44.59% were neutral, 32.43% were strongly agree with question.

**Question no.10: Absence of calm and quite environment in class increases stress level.**

Table 14: Absence of calm and quite environment in class increases stress level.

	Frequency	Percent	Valid Percent	Cumulative Percent
disagree	21	14.2	14.2	14.2
neutral	17	11.5	11.5	25.7
agree	71	48.0	48.0	73.6
strongly agree	39	26.4	26.4	100.0
Total	148	100.0	100.0	



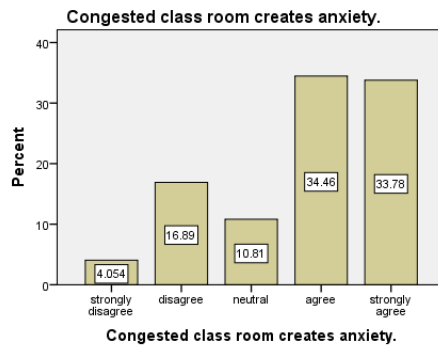
**Graph 14**

Table 14 and graph 14 show the results regarding the question **Absence of calm and quite environment in class increases stress level.** The results show that 14.19% were disagree, 11.49% were neutral, 47.97% were agree and 26.35% were strongly agree with question.

**Question no.10: Congested class room creates anxiety.**

Table 15: Congested class room creates anxiety.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	6	4.1	4.1	4.1
disagree	25	16.9	16.9	20.9
neutral	16	10.8	10.8	31.8
agree	51	34.5	34.5	66.2
strongly agree	50	33.8	33.8	100.0
Total	148	100.0	100.0	



**Graph 15**

Table 15 and graph 15 show the results regarding the question **Congested class room creates anxiety.** The results show that 4% were strongly disagree, 16.89% were disagree, 10.81% were neutral, 34.46% were agree and 33.78% were strongly agree with question.

## **DISCUSSION:**

The aim of the current study is to assess the factors of stress among nursing students. This study examines the factors responsible for the stresses among nursing students i.e. academic and environmental factors. The results of this study explain that there is significant positive relationship among academic sources and stress in nursing students and also environmental sources and stress in nursing students. The results of the academic sources reveal response regarding the question that frequently graded activities are very successful. The results show that 2.7% were strongly disagree, disagree and neutral, 31.76% were agree and 60.14% were strongly agree with question. Similarly, response regarding the question that stresses level increases due to getting lower grades then anticipation. The results show that 0.67% were strongly disagree, 2.02% were disagree, 1.351% were neutral, 47.97% were agree and 47.97% were strongly agree with question and response regarding the question that challenging courses and

missing too many classes contribute to stress. The results show that 4.73% were strongly disagree, 6.08% were neutral, 53.38% were agree and 35.81% were strongly agree with question and response regarding the question that Inability to balance study and leisure time is source of stress. The results show that 5.4% were disagree, 16.89% were neutral, 29.05% were agree and 48.65% were strongly agree with question.

On the other hand, the results regarding environmental sources shows the result that Lack of expected career advancement, promotion and fear of future create stress. The results show that 0.676% were strongly disagree, 6.08% were disagree, 6.08% were neutral, 34.46% were agree and 52.70% were strongly agree with question. Similarly, response regarding the question that Lack of recreational facilities/activities during semester is a source of stress. The results show that 1.351% were strongly disagree, 19.59% were disagree, 14.86% were neutral, 30.41% were agree and 33.78% were strongly agree with question and response regarding the question that Difficulties with transportation also source of stress. The results show that 12.16% were disagreeing, 16.22% were neutral, 33.11% were neutral, and 38.51% were strongly agreed with question. Similarly, regarding the question not enough leisure time creates frustration. The results show that 6.757% were disagreeing, 16.22% were neutral, 44.59% were neutral, and 32.43% were strongly agreed with question. Results of the current study have similar results as mentioned in previous studies (Owusu and Essel 2017) and it shows the positive significant relationship among sources that is academic and environmental and stress in nursing students.

## **CONCLUSION:**

Study concluded that there is positive significant relationship among academic sources and stress in nursing students and environmental sources and stress in nursing students. So, there



is intense need to limit the sources that ultimately responsible for producing stress among nursing students. Also, a limited stress might be good for the better performance in a student but unlimited stress can leads to psychological issue like depression and sleeplessness among students which ultimately result in decrease productivity and poor outcome.

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